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**1982
AMENDMENTS
to the
Program of Studies for Junior High Schools**

- (1) Replace contents page v-vi
- (2) Add pages vii-ix
- (3) Language Arts (Replace page 6 and add 6a-6b)
(Replace pages 11, 13 and 23)
- (4) Social Studies (Pages 54 to 59)
- (5) Languages other than English (Pages 101(i) to 101(iii), 101(vii))
- (6) Industrial Arts (Pages 114 to 118)

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Developing Desirable Personal Characteristics

Children inhabit schools for a significant portion of their lives. Each day, in their relationships with fellow students, teachers and other adults who are in the school, children are exposed to a complex combination of influences, some deliberate and others incidental. In Canada, the common pattern of attitudes derives from many cultural sources, religious, ethnic and legal. Public schools exist within this culture and it is from this culture that the schools' dominant values emerge.

The school, as the site of a child's formal education, is not the sole or even dominant determiner of student attitudes. Other important sources of influence include the home, the church, the media, and the community. Educators alone cannot, and must not, assume the responsibility for the moral, ethical and spiritual development of their students. They do, however, play a significant role in support of other institutions. The actions of teachers and the activities which take place in schools contribute in a major way to the formation of attitudes.

Parents and other groups in society clearly expect teachers to encourage the growth of certain positive attitudes in students. These attitudes are thought of as being the prerequisites to the development of essential personal characteristics. For the guidance of all, the following list has been prepared. The list is not a definitive one, nor are the items ranked, but rather the list is a compilation of the more important attributes which schools ought to foster.

The Alberta community lives with a conviction that man is unique and is uniquely related to his world. Generally, but not universally, this expresses itself spiritually, through the belief in a Supreme Being (e.g., God). Moral/ethical characteristics, intellectual characteristics, and social/personal characteristics must be treated in a way that recognizes this reality and respects the positive contribution of this belief to our community.

1. Ethical/Moral Characteristics

Respectful	— has respect for the opinions and rights of others, and for property.
Responsible	— accepts responsibility for own actions. Discharges duties in a satisfactory manner.
Fair/just	— behaves in an open, consistent and equitable manner.
Tolerant	— is sensitive to other points of view, but able to reject extreme or unethical positions, free from undue bias and prejudice.
Honest	— is truthful, sincere, possessing integrity, free from fraud or deception.
Kind	— is generous, compassionate, understanding, considerate.
Forgiving	— is conciliatory, excusing; ceases to feel resentment toward someone.

- Committed to democratic ideals — displays behavior consistent with the principles inherent in the social, legal and political institutions of this country.
- Loyal — is dependable, faithful, devoted to one's friends, family and country.

2. Intellectual Characteristics

- Open-minded — delays judgments until evidence is considered and listens to other points of view.
- Thinks critically — analyzes the pros and cons; explores for and considers alternatives before reaching a decision.
- Intellectually curious — is inquisitive, inventive, self-initiated, searches for knowledge.
- Creative — expresses self in an original but constructive manner; seeks new solutions to problems and issues.
- Pursues excellence — has internalized the need for doing his/her best in every field of endeavour.
- Appreciative — recognizes aesthetic values. Appreciates intellectual accomplishments and the power of human strivings.

3. Social/Personal Characteristics

- Cooperative — works with others to achieve common aims.
- Accepting — is willing to accept others as equals.
- Conserving — behaves responsibly toward the environment and the resources therein.
- Industrious — applies himself diligently, without supervision.
- Possesses a strong sense of self worth — is confident and self-reliant, believes in own ability and worth.
- Persevering — pursues goals in spite of obstacles.
- Prompt — is punctual; completes assigned tasks on time.
- Neat — organizes work in an orderly manner, pays attention to personal appearance.
- Attentive — is alert and observant; listens carefully.
- Unselfish — is charitable, dedicated to humanitarian principles.
- Mentally and physically fit — possesses a healthy, sound attitude toward life; seeks and maintains an optimum level of bodily health.

Religious Instruction

There are two sections in THE SCHOOL ACT which have to do with religious instruction. They are reproduced here for the information of teachers and administrators.

SECTION 160. A board may

- (a) prescribe religious exercises for pupils in its schools, and
- (b) permit religious instruction for pupils in a school.

(R.S.A. 1970, c. 329, s. 160)

SECTION 163. (1) Upon receipt by a teacher of a written statement signed by a parent requesting that a pupil be excluded from religious or patriotic exercises or instruction, or both, the pupil shall be permitted to leave the classroom or may be permitted to remain without taking part.

(2) No teacher, trustee, inspector or superintendent, shall attempt in any way to deprive a pupil who attends a school in which religious instruction is given and who does not take part in that instruction, of any advantage that he might derive from the ordinary education given in the school.

(3) Any attempt under subsection (2) on the part of a teacher, trustee, inspector or superintendent, shall be held to be a disqualification for and voidance of the position or office held by him.

(R.S.A. 1970, c. 329, s. 163)

- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.
- Experiences are enriched when they are shared through conversation and discussion.

Through writing the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.
- Through writing students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.
- Through writing students can become sensitive to different purposes and audiences in communication.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular medium.
- The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.
- Access to a wide variety of literary material is essential to a balanced comprehensive literature program.

Goals of Language Arts For Grades 1-12

Language is a social behavior. Therefore, the language arts program should provide opportunities for students to experience language in functional, artistic and pleasurable situations with the aim:

- to develop an awareness of and interest in how language works;
- to develop an understanding and appreciation of a wide range of language use;
- to develop flexibility in using language for a variety of purposes.

General Language Arts Objectives For Grades 1-12

The program objectives of the language arts for grades 1-12 arise out of the GOALS OF BASIC EDUCATION and the goals for the language arts program for grades 1-12. Although the objectives are applicable at all levels, the emphases may vary from level to level or from grade to grade. Through developing skills in listening, speaking, reading, viewing, writing and other related language abilities the program should assist students to grow in their knowledge of language, to appreciate its value in their lives and to use it well. Accordingly, the program should provide opportunities for students to develop their understanding and apply their knowledge in the following dimensions of language:

- Production and reception of sounds and printed words

This objective refers to the ability of students to hear and produce the sounds in words and to recognize and write words. It represents the phonics component of the objectives. Together with the next objective, it suggests that relationships between sounds and printed sentences are made in the context of the full meaning of individual sentences and larger pieces of writing. These two objectives underscore the need for developing in students a “sense” or a “feeling” for what sentences and stories are.

- Relationships between the flow of words in speech and the arrangement of words on the printed page

This objective deals with the development by students of an ability to recognize that lines of print are given meaning by the reader or the listener, as well as that pitch, pause and juncture in speech are related to the ways words are arranged and punctuated in print. In addition, there is an important implication here that writing and reading are skills to be dealt with together — to be integrated.

- Use of language to talk about language

This objective is concerned with the introduction and extension of a useful vocabulary that will enable students to discuss their own writing and the writing of others. In elementary grades, for example, words like “sentence”, “period”, and “capital letter” are useful. In secondary grades, terms such as “subject”, “agreement”, “image”, “symbol” and “metaphor” are appropriate. The emphasis here is on the immediate and

continuing usefulness of such terms in classroom discussions of language.

- Order and form of words as signals to meaning

This objective refers to the study of syntax and emphasizes the importance of the English language cueing system in learning to write and read. It points out that the positions of words in sentences signal meaning. For example, the word “the” is always followed by a noun. Our usual sentence arrangement is “subject — verb — object.” Word endings such as “-ly”, “-ing”, or “-ed” are, in the context of sentences, cues to meaning.

- Relationship between diversity and subtlety of word meanings and the total meaning of a communication

This objective deals with semantics, the relationship between meaning and word choice. Activities that promote vocabulary development are appropriate. Word banks, displays of words about the classroom, the development of individual dictionaries, and the use of dictionaries and thesauri are important.

- Relationships between the manner in which ideas are organized and presented and the total meaning of a communication

This objective refers to style, whether in speech or in written prose and poetry. Literary presentations suit some kinds of ideas; exposition or narration suit others. Some ideas are presented through a combination of these forms. Thus, the objective is concerned with the full, interrelated meaning of the information carried and the feeling expressed in a communication. Meaning and feeling are affected by the style and the organization of the presentation.

- Extension and enrichment of meaning through nonverbal communication

This objective is concerned with nonverbal communication as it contributes to the meaning of English language utterances. Hence, it includes facial and body movements that accompany speech, as well as pictures, music or other sounds that accompany and extend the meaning of both spoken and written expression.

- Language variation according to audience, purpose, situation, culture and society

This objective refers to the ways in which communication acts relate to the circumstances in which they are used. It implies that writers, readers, listeners and speakers generate and interpret communication acts on the basis of their own experiences. It suggests also that writers and speakers need audiences, purposes and situations that are clearly defined when, in classroom exercises, they are asked to speak or to write. Objectives 6, 7 and 8 emphasize the crucial importance of knowing how and when to use language appropriately (rather than “correctly”), and suggest that severe social penalties may result from being unable to do so.

- Immediate language variation in sensitive response to audience reaction

This objective builds on the previous four objectives and underscores the importance of the ability to adjust communication acts in accordance with the reactions of audiences. Thus, students should develop the ability to change the form or tone of a message they are attempting to communicate if audience reaction signals that it is beneficial to their purpose to do so.

- Language is a dynamic system which records, reflects and affects cultures

This objective emphasizes a number of linguistic factors, among which are these: (1) sensitivity to language change; (2) acknowledgement of the importance of literature to a culture; (3) sensitivity to the ways in which various cultures affect change in the English language; and (4) acknowledgement that the English language and its structures strongly affect and maintain our culture.

- Use of language to explore the environment and ideas of others, to develop new concepts to evaluate what is discovered

This objective refers to the use of language to find out about the world and those who live in it. As in the other objectives, discussion, reading, writing, viewing and listening are all involved in language as it operates as our basic vehicle for thought. This has relevance to the concept of thought levels and argues that attention be paid to inferential, appreciative and applicational levels of thought and comprehension.

- Role of language in increasing understanding of self and others

This objective emphasizes the roles of literature, writing and discussion as ways for understanding others and ourselves. It is particularly important to the fulfillment of this objective that writing and discussion be looked upon as ways of organizing and explaining our own thoughts and feelings to ourselves. This objective suggests that various grouping procedures be used to facilitate discussion.

- Use of language to stir imagination, deepen understanding, arouse emotion and give pleasure

- Relationship of language to other forms of artistic expression

These objectives emphasize the appreciation of artistic, carefully presented written and spoken communication and suggest the study of figurative language and the use of multisensory approaches. These objectives recognize the importance of relating form and feeling in all artistic expression. These two objectives stress, as well, the ways in which various artistic forms of expression seek to deal with feelings and values and, in general, with what it is to be a human being.

5. These are factors which influence the effectiveness of communication:
 - a. *Facilitators*, including common knowledge and experience, rapport and empathy, clarity of expression, precision of vocabulary, effective sentence structure, legibility
 - b. *Barriers*, including lack of empathy or background experience, ambiguity, lack of clarity, illegibility, emotional distraction
6. Language arts instruction attempts to produce conscious communicators by expanding facilitators and eliminating barriers to effective communication.

Part 2 – The System of Language

1. Meaning is transmitted through a sound system (speech) and a symbol system (graphic).
2. Words have both meaning and function:
 - a. form class and function words, i.e. parts of speech
 - b. morphemes (roots or stems, inflections, derivatives, compounds)
3. The meanings of words can change, and are dependent upon the context of their use.

*indicates optional content

5. Dealing effectively with facilitators and barriers to communication:
 - a. Becoming aware of an appropriate communication environment (rapport, empathy, physical surroundings, simple and direct expression through precise vocabulary and simple structure)
 - b. Eliminating obvious barriers to communication including:
 - misspellings/mispronunciations
 - illegible writing/inaudible speech
 - sentence errors
 - overworked words/inaccurate word choice
6. Applying language arts skills (L S R W V) with increasing proficiency to learning situations in all subject areas and to social situations.
1. Recognizing relationships between oral and written language:
 - a. representing speech sounds as written symbols
 - b. identifying similarities and differences between spoken and written language.
2. Understanding the English language system:
 - a. identifying and classifying form class and function words
 - b. recognizing common roots, stems and affixes
 - c. identifying principles governing appropriate spelling.
3. Recognizing and identifying different meanings of words in oral and written language:
 - a. connotative and denotative words
 - b. general and specific words

5. Dealing effectively with facilitators and barriers to communication:
 - a. Taking increasing advantage of appropriate communication environment, manipulating modes of expression, and increasing awareness of effects produced through words and structure
 - b. Eliminating more complex barriers to effective communication including:
 - sentence errors
 - inappropriate diction
 - vulgarisms
6. Applying language arts skills (L S R W V) with increasing proficiency to learning situations in all subject areas and to social situations.
1. Expanding knowledge of the relationship between oral and written language:
 - a. recognizing the distinct functions of spoken and written language
 - b. representing spoken language as non-print forms of communication (e.g. pictures, gestures)
2. Making effective use of the language system:
 - a. identifying and classifying form, class and function words
 - b. deriving meanings of unfamiliar words
 - c. applying rules as aids to correct spelling.
3. Manipulating differing meanings of words in oral and written language:
 - a. words with multiple meanings
 - b. general and specific words
 - c. synonymous words and expressions

5. Dealing effectively with facilitators and barriers to communication:
 - a. Controlling appropriate communication environments, increasing the sophistication of expression in vocabulary and structure
 - b. Eliminating further subtle barriers to communication including:
 - clichés
 - sentence errors
 - inexact diction
 - inappropriate usage
6. Applying language art skills (L S R W V) with increasing proficiency to learning situations in all subject areas and to social situations.
1. Applying knowledge of the relationship between oral and written language:
 - a. through sound and intonation
 - b. through punctuation and form
2. Manipulating words and word meaning:
 - a. expanding understanding of word classes
 - b. increasing vocabulary through use of roots and affixes
 - c. understanding the spelling system of the language.
3. Interpreting differing meanings of words in oral and written language:
 - a. ambiguous or vague words
 - b. word nuances

(Revised 1982)

CONCEPTS

SKILLS (GRADE 7)

SKILLS (GRADE 8)

SKILLS (GRADE 9)

- *4. The changing needs and values of society have resulted in the forming and borrowing of words, in changed meanings of words, and in changing patterns of usage:
 - a. the influence of historical events upon language
 - b. the influence of media, technology, and industry upon language
 - c. changing values and lifestyles of language users
- 5. Words are arranged in groups and in sentences according to syntactic patterns:
 - a. common word groups
 - b. function, ordering and movement of word groups
 - c. sentence patterns
- 6. The use of a language is governed by conventions:
 - a. structural patterns
 - b. patterns of usage

*indicates optional content

- *4. Recognizing the appropriate use of the language of the subcultures:
 - a. slang and colloquial usage
 - b. the jargon of teenagers
- 5. Recognizing, understanding and utilizing syntactic groups in oral and written language:
 - a. word groups
 - i. noun phrase
 - ii. verb phrase
 - iii. adjective phrase
 - iv. adverb phrase
 - b. subject and predicate
 - c. sentence patterns
 - i. basic sentence
 - ii. compound sentences and parts of sentences
 - iii. subordinating clause
 - d. expanding and compounding sentences
- 6. Recognizing conventional usage; demonstrating knowledge of and ability to follow conventions in speaking and writing:
 - a. verb tenses
 - i. present, past
 - ii. present progressive, past progressive
 - b. subject-verb agreement
 - c. pronoun forms
 - d. pronoun and antecedent
 - e. link verbs
 - f. appropriate punctuation

- *4. Recognizing and developing sensitivity to stylistic language use:
 - a. advertisements, announcements, headlines, propaganda
 - b. specialized vocabularies in professions, trades and business
- 5. Recognizing, understanding and utilizing with increasing proficiency syntactic groups in oral and written language:
 - a. word groups
 - i. noun phrases
 - ii. verb phrases
 - iii. adjective phrases
 - iv. adverb phrases
 - b. subject and predicate
 - c. sentence patterns
 - i. basic sentence
 - ii. compound sentences and parts of sentences
 - iii. subordinating clause
 - d. expanding and compounding sentences
- 6. Manipulating conventional forms; demonstrating proficiency in following conventions in speaking and writing:
 - a. verb tenses
 - i. present, past
 - ii. present progressive, past progressive
 - b. subject-verb agreement
 - c. pronoun forms
 - d. pronoun and antecedent
 - e. regular and irregular verbs
 - f. appropriate punctuation

- *4. Understanding and manipulating old and new language:
 - a. obsolete or archaic forms and expressions
 - b. the jargon of the times
- 5. Recognizing, understanding and utilizing with increasing proficiency syntactic groups in oral and written language:
 - a. word groups
 - i. phrases (noun, verb, adjective, adverb)
 - b. subject and predicate
 - c. sentence patterns
 - i. clauses (adjectival, adverbial, noun)
 - ii. reduced clauses (appositives, participial phrases)
 - d. expanding and compounding sentences.
- 6. Manipulating form and convention for stylistic effect demonstrating proficiency in the use of conventional structures and forms:
 - a. verb tenses
 - i. present, past
 - ii. progressive participle and perfect participle
 - b. the passive
 - c. subject-verb agreement
 - d. modal auxiliaries
 - e. appropriate punctuation

(Revised 1982)

RECOMMENDED LEARNING RESOURCES

Communication Texts

1. *Action English I* (Grade 7)
Action English II (Grade 8)
Action English III (Grade 9)
— Action English Series, Gage Educational Publishing
2. *Timescope, Time 1, Time 2, Time 3, Time 4* (Grade 7)
Peoplemirrors, People 1, People 2, People 3, People 4, (Grade 8)
Language Is (Grade 9)
— Nelson Language Stimulus Program & Language Matters, Thomas Nelson & Sons (Canada)
3. *Patterns of Communicating, Book 1* (Grade 7)
Patterns of Communicating, Book 2 (Grade 8)
Patterns of Communicating, Book 3 (Grade 9)
— Patterns of Communicating Series, D.C. Heath Canada
4. *Cambridge Writers Program*
— *Books 1 - 4* (Grade 7)
— *Books 5 - 8* (Grade 8)
— *Books 9 - 12* (Grade 9)
— Clarke Irwin & Company Ltd.
*This series is recommended to accompany *Language Stimulus/ Language Matters* and/or *Action English*.
5. *Grammar Is* (Grade 9)
— Language Matters Series, Thomas Nelson & Sons (Canada)
*This Text is recommended at the Grade 9 level to accompany *Language Stimulus/ Language Matters* and/or *Action English*.

Literature Texts

1. *Challenge* (Grade 7)
Viewpoint (Grade 8)
Dialogue (Grade 9)
— Action Series, Macmillan Company of Canada
2. *Experiences* (Grade 7)
Explorations (Grade 8)
Reflections (Grade 9)
— John Wiley & Sons Canada

MATHEMATICS GRADE SEVEN

Prescribed References

- Ebos, Frank et al. *Math Is 1*.
Don Mills: Thomas Nelson & Sons, 1975.
- Elliott, H. A. et al. *Holt Mathematics 1*.
Toronto: Holt, Rinehart & Winston, 1976.
- Fleenor, Charles R. et al. *School Math 1*.
Don Mills: Addison-Wesley, 1974.

Course Content

This section briefly outlines various skills and understandings which the Grade 7 student should acquire.

Number Systems

A. Whole Numbers

1. Maintains all previously developed skills and ideas; uses symbols and notation as illustrated below:
 - a. Multiplication
 - i. $3 \times 4 = 3(4)$
 - ii. $3x = 3 \cdot x$
 - b. Division
 - i. $\frac{9}{3} = 9 \div 3 = 3/\overline{9}$
 - ii. $\frac{x}{9} = x \div 9 = 9/\overline{x}$
2. Understands the basis of the distributive property.
3. Evaluates an expression by using properties to produce short cuts in computation. (Limit: commutative, associative, distributive.)

e.g. $4 \times 23 \times 25 = n$
 $100 \times 23 = n$
4. Evaluates expressions involving the order of operations such as the following:
 $7 + 5 - 4 \times 3 + 1$
5. Writes mathematical sentences for English sentences.
6. Solves word problems which can be solved by addition, subtraction, multiplication or division, using whole numbers.
7. Solves word problems containing extraneous information (Limit to whole numbers.)
8. Recognizes prime numbers to 50.
9. Lists the set of factors for whole numbers. (Limit: 200.)
10. Expresses a number as a product of factors.
11. Determines whether a number is divisible by 2, 3, 5 or 9.
12. Understands that division by zero is undefined.
13. Identifies patterns or order in number arrangements such as addition tables, multiplication tables, or series of numbers.

As can be seen in the definitions that follow, and in specific statements of prescribed objectives for grade level topics, the three types of objectives are substantially interrelated and overlapping.

B. Value Objectives

Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.

For all topics in the Alberta Social Studies Curriculum, prescribed value objectives encompass three aspects of student development.

- Development of understanding of distinctive human values.
- Development of competencies in processes of value analysis, decision-making, and moral reasoning.
- Development of positive attitudes towards self, others and the environment.

C. Knowledge Objectives

To be an effective citizen, one needs to be informed. Only by knowing their world can people exercise even partial control of that world. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.

Prescribed knowledge objectives for social studies topics encompass three levels of organization: facts, concepts, and generalizations. Prescribed concepts and generalizations tend to reflect broad human processes and relationships. Prescribed factual knowledge, by contrast, tends to be drawn directly from history, geography or the social science disciplines. Facts that are prescribed for grade level topics are identified within the structure of a question format entitled **Questions to Guide Inquiry**. In formulating the "Questions to Guide Inquiry" component of knowledge objectives for grade level topics, care has been taken to ensure that significant factual information will be attained by students, and a variety of levels of thinking processes encompassed.

The process of developing, testing and substantiating (or falsifying) generalizations is amongst the most important qualities of true inquiry. The Alberta Social Studies Curriculum emphasizes the place of generalizations in the structure of knowledge, and the importance of students developing their own generalizations from concepts and factual information.

D. Skill Objectives

Skill objectives for the Alberta Social Studies Curriculum include both inquiry and participation skills. Inquiry skills encompass eight "areas" of research, representing the major steps in a generalized model of social inquiry. This model can be expanded or modified in numerous creative ways to suit specific topics, disciplinary emphases, resources and student maturity. Participation skills comprise four "areas" of skills and can be developed throughout the process of inquiry.

Within each topic, some skill areas are emphasized (those in standard type). Skills listed in italics may be given less emphasis for that topic. It should be noted that each area of skill objectives is prescribed for emphasis at least once for each grade.

INQUIRY SKILLS

Skill Area One: IDENTIFY AND FOCUS ON THE ISSUE

- Identify the elements of the social issue (e.g., value, factual, definitional, policy elements and competing values)
- Describe the social issue in terms meaningful to students
- Paraphrase the issue from different sources, or expressions of opinion

Skill Area Two: ESTABLISH RESEARCH QUESTIONS AND PROCEDURES

- Hypothesize possible solutions
- Formulate appropriate research questions to guide information gathering
- Select appropriate techniques and resources for research

Skill Area Three: GATHER AND ORGANIZE DATA

- Read and interpret:
 - print materials (contemporary and historical)
 - maps and globes
 - graphs
 - tables
 - charts and timelines
- Interview
- Survey
- Observe and listen to:
 - individuals and groups of people
 - audiovisual materials
- Conduct participant observation
- Record by:
 - outlining
 - paraphrasing
 - tabulating
 - mapping
 - charting (retrieval, etc.)
 - diagramming
 - sketching and painting
 - graphing
 - note making

Skill Area Four: ANALYZE AND EVALUATE DATA

- Categorize data
- Compare and contrast data
- Explain discrepancies in viewpoints, positions and arguments
- Evaluate bias and emotionalism, subjectivity and objectivity
- Infer reasons for varying perspectives
- Discriminate relevant from irrelevant data

Skill Area Five: SYNTHESIZE DATA

- Develop concepts
- Formulate generalizations
- Relate causes and effects
- Summarize information

Skill Area Six: RESOLVE THE ISSUE

- Formulate alternative solutions
- Analyze values underlying each alternative
- Predict the consequences of each alternative
- Evaluate alternatives and make a policy decision based on:
 - adequacy of supporting evidence
 - logical consistency of arguments
 - priority of personal values
 - priority of social values

Skill Area Seven: APPLY THE DECISION

To help students develop skills in active civic participation, it is desirable to have them become involved in some form of real life application of the decision reached.

While the concept of active involvement is encouraged as a significant aspect of education for active citizenship, the role of the teacher in helping students organize and implement social action projects is one requiring a strong sense of responsibility. It requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. Because of the need for sensitivity in carrying out this type of learning experience, social action is not prescribed but is encouraged where possible, given the above cautions.

Therefore, skills prescribed for grade level topics incorporate criteria for planning to apply decisions, but do not prescribe social action strategies or situations.

Specifically, as students and teachers consider whether to implement the action component of the Alberta Social Studies Curriculum, they should:

- Consider the feasibility and desirability of applying the decision in some form of action
- Create a plan of action to apply the decision (e.g., work for an improved school or classroom environment; provide services to a community group on a close interpersonal basis; express ideas in social settings, or participate actively in a political process). In particular, students should be encouraged to regard their school as a real and viable social institution and to find ways to improve school life
- Apply the plan (if feasible and desirable):
 - in the classroom
 - in the school
 - in the broader community

Skill Area Eight: EVALUATE THE DECISION AND THE PROCESS

- Judge the worthwhileness of the consequences of the decision:
 - to self
 - to others
- Examine the appropriateness of the action
- Access the suitability of the process to the issue and resources
- Decide whether to culminate inquiry, or to continue it

PARTICIPATION SKILLS

In a complex, democratic society it is desirable for citizens to become competent in working with others to resolve social issues and to implement decisions they have reached. Working together depends upon competence in several kinds of skills, including those outlined below.

Skill Area One: COMMUNICATE EFFECTIVELY

- Express ideas clearly and succinctly, orally and in writing
- Support ideas logically
- Adapt a communication on the basis of:
 - size of audience (e.g., individual, small group, class or community)
 - age of audience
 - purpose of message (e.g., formal or informal)

Skill Area Two: INTERPRET IDEAS AND FEELINGS OF SELF AND OTHERS

- Listen to the expression of ideas and feelings of others
- Understand and empathize with the dilemmas and decisions of others
- Interpret feelings from verbal and non-verbal cues

Skill Area Three: PARTICIPATE IN GROUP WORK AND DECISION-MAKING

- Choose an appropriate model for decision-making in class and small group situations (e.g., consensus, majority rule, authority) and apply appropriate rules for procedure
- Apply alternate roles as leader or follower in a group
- Prepare a position in understandable and persuasive terms
- Organize activities to promote group goals
- Negotiate (including bargain, trade, confront, compromise) to influence others to a certain position, or to build consensus
- Provide support in furthering group goals

Skill Area Four: CONTRIBUTE TO A "SENSE OF COMMUNITY"

- Demonstrate a sense of sharing of group goals and aspirations
- Assist in group projects, both in and outside the classroom, to help others achieve a sense of belonging and mutual trust
- Take steps to establish cross-age, cross-cultural, cross-sex, etc., relationships both in and outside the classroom.

III. MINIMUM EXPECTATIONS

Core/Elective Components

Like other subjects in Alberta schools, social studies has core and elective components.

The mandatory core comprises 75% of the program and is represented by the topics and statements of objectives that follow. The elective portion occupies 25% of the program. Topics and issues for the elective portion are to be chosen by teachers and students, preferably in consultation with parents and

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community groups and agencies. Elective topics should help students develop an understanding of current concerns at local, provincial, national and international levels.

IV. LEARNING RESOURCES

1. Prescribed Learning Resources:

Three to ten print and/or non-print resources have been prescribed for social studies instruction at each grade level.

The prescribed resources are those resources that Alberta Education has assessed as the best presently available for achieving the objectives of grade level social studies programs. These resources are listed in the documents below and are available for purchase at a 40% discount at the Alberta School Book Branch:

- *Alberta School Book Branch Catalogue*
- *Social Studies Learning Resources for Elementary Schools*
- *Social Studies Learning Resources for Secondary Schools*

Resources, once prescribed, retain this status for a minimum of three years.

2. Recommended Learning Resources:

Recommended resources include print and/or non-print materials which contribute to one or more social studies objectives, as well as curriculum materials which are complementary to prescribed resources (e.g., teachers' guides). These resources are listed in the documents named above and are available from the Alberta School Book Branch.

WHAT IS PRESCRIBED IN ALBERTA SOCIAL STUDIES: A SUMMARY

1. Three (3) topics for each of Grades One through Ten and two (2) topics for each of Grades Eleven and Twelve are **prescribed** for study.
2. One social issue per curriculum topic is **prescribed** for inquiry. Teachers are encouraged to **modify** specific issues so long as the general intent and meaning are preserved.
3. Value objectives, knowledge objectives and skill objectives are **prescribed** for each topic.
4. The model of social inquiry should be viewed as a flexible process and is **not prescribed**. Rather, the model should be expanded or modified by teachers to reflect the needs of individual students and classrooms. Availability of resources and disciplinary emphasis of the topic will also affect the particular approach to inquiry in which teachers and students engage in social studies.
5. Social action is not **prescribed** but is **encouraged** where possible and when desirable/feasible.
6. The mandatory **core** comprises 75 percent of the program and is represented by the 34 topics and the statements of objectives. The optional **elective** portion comprises up to 25 percent of the program.

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7. **Prescribed** learning resources are those listed in these documents for 1981-82: *Alberta School Book Branch Catalogue*, *Social Studies Learning Resources for Elementary Schools* and *Social Studies Learning Resources for Secondary Schools*.

NOTE: Prescribed resources have been identified as being the most suitable for facilitating the attainment of a **majority** of prescribed objectives for a specific topic. They are identified as being the best resources presently available for the 1981 Alberta Social Studies Curriculum.

Recommended learning resources are also listed in the documents named above. These curriculum materials are complementary to prescribed resources. As such, these resources may be used to facilitate the attainment of **some** of the prescribed objectives.

The choice of which particular resources are to be obtained, and how they will be used, is basically a local decision. Teachers may supplement all resources with additional materials identified at the local level. Section 12(2)b of the School Act states that such materials must be approved by the school board.

Resources that are prescribed for use with the Alberta Social Studies Curriculum are as follows:

Grade & Topic	Title and Author	Publisher
7A	<i>Marooned: An Examination of Culture</i> , Revised Edition	Canadian Social Sciences Services
7B	Surviving Peoples Series — Luling, <i>Aborigines</i>	Macdonald Educational Ltd.
7B	<i>Pygmies of the Ituri Forest</i>	Gage Educational Publishing
7C	<i>The Metis People of Canada: A History</i> — Alta. Federation of Metis Settlement Associations, Anderson and Anderson	The Alberta Federation of Metis Settlement Associations and Syncrude Canada Ltd.
7C	<i>The Canadian Mosaic</i> — McFadden, Sill, Delaney, Munroe	Moreland Latchford
7C	Multi-Cultural Canada Series — Hill, Burke, Ito, Mastrangelo, Flint, Andrews <i>The Italian Canadians; The Japanese Canadians; The Ukrainian Canadians, The Scottish Canadians</i>	Van Nostrand Reinhold Ltd.

8A	<i>Flashback Canada</i> — Cruxton, Wilson	Oxford University Press
8C	<i>Sub-Saharan Africa</i> — Leppert, Johnson	Charles E. Merrill Pub. Co.
8C	<i>India</i> — Leppert, Johnson	Charles E. Merrill Pub. Co.
8C	<i>Imperialism and the Emerging Nations</i> — Schwartz, O'Connor	Globe/Modern Curriculum Press
9A	<i>The Growth of Industrialization</i> — Schwartz, O'Connor	Globe/Modern Curriculum Press
9A	<i>People, Technology and Change</i> — Evans, Moynes	McGraw-Hill Ryerson Ltd.
9A	<i>The Impact of the Industrial Revolution</i> — Fessenden	Academic Press
9B	<i>The Soviet World</i> — Bugey, Tyler	EMC Corporation
9C	<i>The Technology Connection: The Impact of Technology on Canada</i> — Botting, Gerrard, Osborne	CommCept Pub. Ltd.
9C	<i>Across Canada: Resources and Regions</i> — Hannell, Harshman	Wiley Publishers of Canada Ltd.

TOPIC A: DEFINING CULTURE: AN INTRODUCTION

GRADE SEVEN PEOPLE AND THEIR CULTURE

In this topic, students develop a framework within which to examine the relationships among various aspects of culture. The framework should include: 1 Economic Aspects (e.g., resources, tools) 2 Social Aspects (e.g., patterns of communication, social organization, values and beliefs) 3 Political Aspects (e.g., governance, control)	VALUE OBJECTIVES Students will examine the social issue in order to develop the following understandings, competencies, and attitudes (<i>Questions in italicized print are illustrative only</i>) 1 Develop Understanding of Values 1 Identify ways in which both conformity and individuality are important to the physical and mental survival of members of a culture. — What would happen if people in a culture did not conform to its mores? (<i>Consider a variety of specific situations, from driving on the right-hand side of the road, in our culture, to sharing meat after the hunt, in other cultures.</i>) What would happen if members of a culture were not permitted to express their individuality? How would that make them feel? 2 Define the limits of individuality and conformity that can be tolerated within a culture. — How is individuality rewarded/punished in various culture settings? — To what extent can individuality or conformity be tolerated before the physical and mental survival of members of a culture is threatened?	KNOWLEDGE OBJECTIVES Students will gain understanding of the following generalization and concepts, as well as factual information appropriate to the inquiry questions that are listed 1. Generalization Groups of people establish institutions to enable individuals to meet their basic needs. Conflicts may arise if individuals or groups perceive the fulfillment of their needs as contrary to the roles, norms and values established by their institutions. 2. Concepts 1. Culture 2. Norms 3. Institutions 4. Roles 5. Sanctions 6. Values 7. Belief system 3. Questions to Guide Inquiry 1. How are cultures organized to satisfy the needs of their members? 2. How are specific needs met within each cultural pattern?	SKILL OBJECTIVES Students will develop competence in the following inquiry and participation skills. Skills printed in standard type are emphasized for this topic 1. Develop Inquiry Skills 1. Focus on the issue by — identifying everyday conflicts involving conformity to the norms of society and expressions of individuality — rewriting the formal issue, substituting specific examples, such as "Should schools be used to inculcate particular beliefs and behaviours?" 2. Establish research questions and procedures by brainstorming a list of questions designed to collect data on the role of institutions in satisfying the needs of the members of a culture. 3. Gather and organize data by participating in a simulation to "construct" a culture. 4. Analyze and evaluate data by categorizing behaviours as either social, political, or economic aspects of culture. 5. Synthesize data by — drawing conclusions about the role of institutions in establishing a balance between conformity and individuality in order that human needs can be met within a particular culture.
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3. Write answers to questions which utilize only familiar vocabulary;
4. Write guided compositions based on responses to questions from visual and oral cues.

5. Cultural Understanding

At the end of Grade 9, the student will be able to:

1. Demonstrate knowledge of francophone culture in Alberta, Québec and other parts of Canada;
2. Describe differences and similarities between these cultural areas and his own;
3. Recognize the significance of simple gestures, facial expressions, intonation and stress used by the speaker to convey his intents, feelings and emotions;
4. Recognize cultural connotations of familiar vocabulary and expressions;
5. Use common conventionalities.

D. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the appropriate Curriculum Guide.*

The objectives and content are selected on the basis of categories of language use. Examples are:

1. Social Conventions
2. Identification of Persons, Animals or Objects
3. Expressing Actions
4. Expressing Possession
5. Expressing Time
6. Expressing Location
7. Expressing Emotion
8. Expressing Manner and Means
9. Expressing Desire and Permission
10. Expressing Cause and Effect

These language functions are considered to be main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

E. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

* *Six-Year French Program Curriculum Guide*, Alberta Education, 1980.
Nine-Year French Program Curriculum Guide, Alberta Education, 1980.

F. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication. The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is expected that by the end of each grade the specified objectives and content will have been covered. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations will have been acquired by the end of Grade 9. The concept specified in the categories of language use and the skills and concepts identified in the performance statements are considered to be core content.

G. MAJOR CULTURAL THEMES

These cultural themes are to be developed as part of core content in Grades 7, 8 and 9, but specific topics within each theme are elective:

1. CONVENTIONS;
2. ROLE OF THE FAMILY IN SOCIETY;
3. ROLE OF EDUCATION IN SOCIETY;
4. ROLE OF GOVERNMENT IN SOCIETY;
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE COUNTRY;
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

To summarize, the core or mandatory components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES.

The elective components consist of:

1. THE SUGGESTED VOCABULARY;
2. THE SUGGESTED TOPICS FOR EACH MAJOR CULTURAL THEME.

These elective components are found in the appropriate curriculum guide.

H. PRESCRIBED RESOURCES — JUNIOR HIGH

1. Six-Year Program

1. Calvé, R. et al. *Le Français International*, 2nd. ed. (Centre Éducatif et Culturel Inc., Montréal: 1974), Books 1-3.

2. McConnell, R. et al. *Vive le Français*. (Addison-Wesley Canada Ltd., Don Mills: 1978) Books 1-3.

2. Nine-Year Program

1. Kenny, M. et al. *Passeport Français*. (D. C. Heath Canada Ltd., Toronto: 1973) Levels 1-4.

II. THE 1974 PROGRAM

A. SUGGESTED EXPECTATIONS FOR FRENCH AT THE END OF LEVEL ONE

The curriculum outline included on Pages 8-27 of the curriculum guide* identifies the language content to which students will be exposed during LEVEL ONE, and it suggests the linguistic and attitudinal behaviours expected of students at the end of this level of language learning.

LEVEL ONE is considered to be an **initial** experience in learning the French language, and it may occur at any grade(s) of the student's career in the secondary school. The attainment of LEVEL ONE proficiency may occur in a variety of ways, such as the successful completion of:

- a) a three-year program in the junior high school;
- b) a two-year program in the junior high school, equivalent in time exposure to three years of study;
- c) a one-year program in the senior high school, during which students learn the concepts and develop the skills and attitudes suggested for LEVEL ONE.

The successful completion of LEVEL ONE by a student should result in his subsequent placement in a LEVEL TWO program, i.e. French 20. **In schools where the students have been exposed to more than the core content required of LEVEL ONE, it is suggested that students register in French 11 when it is offered.**

B. RECOMMENDED INSTRUCTIONAL MATERIALS

Calvé, R. et al. *Le Français International*, 2nd. ed. (Books 1-3) Centre Éducatif et Culturel Inc., Montréal: 1974.

* *French as a Second Language*, Tentative Curriculum Guide, Levels 1, 2 and 3 (Secondary), 1974.

UKRAINIAN AS A SECOND LANGUAGE

At the Junior High level, one program is available for Ukrainian as a Second Language:

This program replaces the 1974 program as it is implemented:

- Grade 7: optional implementation, September, 1980
mandatory implementation, September, 1981
- Grade 8: optional implementation, September, 1981
mandatory implementation, September, 1982
- Grade 9: optional implementation, September, 1982
mandatory implementation, September, 1983

A. GOALS

Goals designate the broad, long-range and significant outcomes desired from a program.

Although the following goals may be given varying emphases, they are identified as those appropriate to learning Ukrainian and are intended to enable the student:

1. To acquire basic communication skills in Ukrainian by:
 - 1.1. developing the receptive skills of listening, reading and viewing;
 - 1.2. developing the expressive skills of speaking and writing.
2. To develop cultural sensitivity and enhance personal development by:
 - 2.1. becoming more aware of his own cultural heritage through exposure to Ukrainian;
 - 2.2. developing a positive attitude toward people who speak another language through meaningful exposure to the Ukrainian language and culture;
 - 2.3. developing a greater awareness and appreciation of cultural values and lifestyles in Canada and in other countries;
 - 2.4. becoming aware of and appreciating, through instruction and direct experiences, the valuable contributions of Ukrainian-speaking people to civilization.
3. To develop each student's originality and creativity in language by:
 - 3.1. enabling him to apply his skills to new and meaningful situations;
 - 3.2. enabling him to express his own ideas and feelings;
 - 3.3. enabling him to discover a new dimension of his personality.
4. To acquire additional concepts and generalizations about language and language learning by:

5. Recognize current manifestations of Ukrainian culture;
6. Interpret everyday cultural patterns;
7. Use common conventions.

C. OBJECTIVES AND CONTENT

Specific skills, objectives and content of each grade level are outlined in the *Six-Year Ukrainian Program Curriculum Guide*, Alberta Education, 1980.

The objectives and content are selected on the basis of categories of languages use. Examples are:

1. Social Conventions
2. Identification of Persons and Things
3. Expressing Actions
4. Expressing Location
5. Destination
6. Describing People and Things
7. Expressing Permission and Desire
8. Expressing Quantity
9. Expressing Time
10. Expressing Possession
11. Expressing Cause and Effect
12. Specification of Persons and Objects
13. Indirect Speech
14. Identification of Person's Nationality

These language functions are considered to be the main categories of verbal communication. In the classroom, each of the above categories may be realized separately or in various combinations. In this program, expected verbal performances and linguistic content are specified for each category.

D. PERFORMANCE STATEMENTS

The performance statements indicate the minimum that students are expected to **do** in verbal communication in the second language.

E. LINGUISTIC CONTENT

The linguistic content identifies the minimum language structures, sentence patterns, changes in word forms and vocabulary that students are expected to acquire in order to engage in verbal communication.

The categories of language use, the performance statements and linguistic content for each grade level are not arranged in a sequential order, although it is recommended that the specified objectives and content be covered by the

end of each grade. It is expected that the content specified in the categories of language use and the skills described in the performance statements and minimum expectations be mastered by the end of Grade 9.

F. MAJOR CULTURAL THEMES

The following cultural themes are to be developed as part of core content in Grades 7, 8 and 9. Specific topics within each theme are elective:

1. CONVENTIONS;
2. ROLE OF THE FAMILY AND COMMUNITY;
3. ROLE OF EDUCATION IN SOCIETY;
4. ROLE OF GOVERNMENT IN SOCIETY;
5. INFLUENCE OF GEOGRAPHY, CLIMATE AND NATURAL RESOURCES ON THE ECONOMIC AND CULTURAL DEVELOPMENT OF THE UKRAINIAN PEOPLE LIVING IN CANADA;
6. ROLE OF THE ARTS AND SCIENCES AND THEIR IMPACT ON WORLD CULTURES.

In summary, the core components consist of:

1. THE MINIMUM EXPECTATIONS FOR SKILL DEVELOPMENT AND CULTURAL UNDERSTANDING;
2. THE CONTENT SPECIFIED IN THE CATEGORIES OF LANGUAGE USE;
3. THE SKILLS AND CONCEPTS IDENTIFIED IN THE PERFORMANCE STATEMENTS;
4. THE MAJOR CULTURAL THEMES;
5. THE STUDY OF CULTURES OF UKRAINIAN-SPEAKING CANADIANS.

The elective components consist of:

1. THE SUGGESTED VOCABULARY;
2. THE SPECIFIC TOPICS WITH THE CULTURAL TOPICS.

These elective components are found in the appropriate curriculum guide.

G. RECOMMENDED LEARNING RESOURCES

1. Duravetz, G. *Ukrainian Conversational and Grammatical*. Level I. Rev. ed. Toronto: Ukrainian Teachers' Committee, Ontario Modern Language Teacher's Association, 1977.
2. Chorney, Stepan. *Ukrains'ka mova: pochatkovyi kurs dlia anhlomovnykh khias* (Modern Ukrainian: An Elementary Course). New York: Shkilna rada, 1971.

- | | |
|----------------|--|
| Topic Emphasis | <ul style="list-style-type: none"> — The effect of housing in satisfying basic physiological, psychological and social needs — Human factors which influence the form and use of housing and furnishings <ul style="list-style-type: none"> — individual needs, values, attitudes, abilities, skills and resources |
| Concept | — <i>Processes in Providing Housing</i> |
| Subconcept | — Designing |
| Topic Emphasis | <ul style="list-style-type: none"> — Meaning of design: The process of organizing the basic elements of line, form, shape, texture and colour — Art principles |

INDUSTRIAL EDUCATION

RATIONALE

Industrial education is a program consisting of courses which provide a continuum of experiences, starting with exploratory activities in the junior high school and expanding in the high school to the development of skills related to career fields. This development of the student's skills is planned for through courses in industrial and vocational education culminating in on-the-job work experience, or entry into a job or post-high school institution for further education.

The program consists of courses ranging from those designed for an exploration of the technologies and trade areas to units of practical preparation for a career. In the process the courses develop the student's knowledge of himself, his talents and his skills.

Industrial education is a subject area, the scope of which introduces students, both boys and girls to most aspects of productive society.

OBJECTIVES

The junior high school industrial education program in Alberta is part of a continuum of educational experiences to be gained from participating in the broader program of industrial education which extends from familiarization experiences at the elementary level and extending through to career choice and preparation at the high school level.

The specific objectives for the junior high program are:

A. Personal Growth:

To provide opportunities for the individual growth of the student through the development of acceptable personal and social values necessary in a productive society.

1. To provide a technical environment which motivates and stimulates individuals to discover their interests and develop personal and social responsibilities.
2. To assist in the development of positive attitudes toward safety.
3. To assist in the development of positive attitudes toward conservation and environment.
4. To assist in the development of consumer literacy.

B. Career Exploration:

To develop basic competencies integrating cognitive and psychomotor skills to enter a family of occupations or post-secondary institutions for further education.

1. To provide exploratory experiences in the use of tools, equipment and materials appropriate to various technologies prevalent in a productive society.

2. To develop an understanding of the interrelationship of various technologies.
3. To provide a technical environment for students to synthesize their accumulated knowledge in the solution of practical problems.
4. To assist the student to develop habits that will be conducive to the establishment of a safe environment.

C. Occupational Skills:

To develop basic competencies integrating cognitive and psychomotor skills related to families of occupations.

1. To provide safe exploratory experiences in the use of tools, energy, equipment and materials appropriate to various technologies prevalent in a productive society.
2. To develop an understanding of the interrelationships of various technologies.
3. To provide a technical environment which permits students to synthesize their accumulated knowledge in the solution of practical problems, and to assist students to develop habits that will be conducive to the establishment of a safe environment.

PROGRAM DESCRIPTION

A. Organization:

The Alberta Multiple Activities Program is an organizational device through which a variety of technology-based exploratory experiences can be presented in a minimum of space with a minimum of equipment. The laboratory is organized into a number of different areas representing components of the fields of study. Some Alberta school jurisdictions have opted to build separate laboratories representing each field of study (or a combination of one or more fields) rather than housing the entire program within a single laboratory. Each area within a laboratory is as self-contained as possible with provisions made for the storage of tools, products, and stock within it. The class is divided into three or more groups with each group working through the course content in the assigned area.

The modules, to be taught in nine to twelve weeks, are designed in such a way as to allow for adequate orientation, organization and planning time. Beginning lessons, demonstrations and introductory safety discussions are recognized as being an integral part of industrial education and as such require generous time allotment.

It is imperative that ample preplanning be done prior to attempting a multiple activities teaching approach.

B. Fields of Study:

To provide for a breadth of exploratory experiences, the junior high industrial education program is divided into four fields of study which are further

divided into fifteen modules. Each module represents fifteen to twenty-five hours of study. During the junior high school years it is recommended that a student study a minimum of three different modules each year. In junior high schools, where industrial education is taught for two years only, it is recommended that four different modules per year be studied. In any case, it is recommended that a student participate in an industrial education program a total of two hundred and twenty-five hours averaged over the three years that the student is attending junior high school in Alberta.

Fields of Study	Modules
Power Technology	Power Mechanics Electricity Electronics Computer
Materials Technology	Earths Leather-Textiles Metals Plastics Woods
Visual Communications Technology	Graphics Photography Technical Drawing
Synthesizing	Industrial Simulation Student Contracting Developmental Research

Power Technology, Materials Technology, and Visual Communications Technology are fields of study which are designed to teach specific technology content by topic. For the most part, learning tasks are accomplished through "hands on" activity, lecture, demonstration, research, or audio-visual techniques.

The Synthesizing modules constitute a fourth field of study. This field is designed to show the interrelationships of the various technologies. It enables students to synthesize their accumulated knowledge through simulation and student contracting modules. The Developmental Research unit is to be used for teacher research into new program content. The teacher must define the content of this unit and obtain the approval of the Provincial Consultant of Industrial Education and his/her principal before introducing it to the students.

C. Modules

The number of modules programmed provide for a wide range of possibilities for organization. The modules are not dependent upon any sequential development; therefore, any module could be used as an introductory module. It is recommended that the Power Technology modules, Visual Communications modules, and Materials Technology modules be studied at or near the beginning of the students' overall industrial education program. The Synthesizing modules should not be attempted until the students have had the experience in other fields of study.

D. Scope of Program

The scope of Alberta industrial education includes studies and experiences in the major technologies. All pupils should have the opportunity to explore the fields.

REFERENCES

Primary references should be selected on the basis of the modules taught.

1. Build-a-Course series: Goodheart-Willcox
Woodworking Wagner
Metalworking Boyd
Plastics Cope D.
Graphic Arts Cagy F.
Electricity Gerrish H.H.
Drafting Brown W.E.
Power Mechanics Atteberry P.H.
2. Basic Industrial Arts
Build-a-Course Series: McKnight Publishing Co.
(Van Nostrand Reinhold Ltd.)
Woodworking W.R. Miller & W.H. Zook
Metalworking W.R. Miller & V.E. Repp
Plastics W.R. Miller & G.L. Steele
Graphic Arts W.R. Miller & R.J. Broekhuizen
Photography W.R. Miller
Electricity W.R. Miller & E. Francis
Drafting W.R. Miller & Stan Ross
Power Mechanics W.R. Miller

CONTENT

MATERIALS TECHNOLOGY

Module 1. Earths

- sources of ceramic and concrete materials, identification of processes, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, environmental implications, occupational information.

Module 2. Leather and Textiles

- sources of raw material, processing, identification of properties, product planning, separation processes, conditioning processes, forming processes, combining processes, environmental implications, occupational information.

Module 3. Metals

- sources of raw material, processing, societal implications, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

Module 4. Plastics

- sources of raw material, processing, environmental implications, identification of properties, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

Module 5. Woods

- sources of raw material, processing, environmental implications, identification, product planning, separation processes, forming processes, conditioning processes, combining processes, occupational information.

POWER TECHNOLOGY

Module 1. Power Mechanics

- small engines, analyses, troubleshooting, fluid power, control devices, transmission devices, output, environmental implications, occupational information.

Module 2. Electricity

- basic theory, measurement, control magnetism, conversion of electrical energy, safety, troubleshooting, occupational information.

Module 3. Electronics

- basic theory, components, systems circuits, communications, occupational information.

Module 4. Computers

- computer “use”, computer systems, programming, programs, societal implications, occupational information.

VISUAL COMMUNICATION TECHNOLOGY

Module 1. Graphics

- lithography (offset), photo mechanical reproduction, relief printing (sign press — platen press), relief printing (rubber stamp), silk screen — photo silk screen.

Module 2. Photography

- camera (light sensitive materials), darkroom (processing film — prints), advanced darkroom, audio-visual.

Module 3. Technical Drawing

- freehand sketching, instrument drawing, drawing reproduction.

SYNTHESIZING

Module 1. Industrial Simulation

- history, production systems, systems of ownership, organization, occupational information.

Module 2. Student Contracting

- opportunity for the student to develop greater competence in an area already explored; closed, modified and open contracts.

Module 3. Developmental Research

- opportunity for the teacher to develop new content, proposal and course writing.

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PROGRAM OF STUDIES FOR JUNIOR

HIGH SCHOOLS --

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